

**Texas Education Agency
Standard Application System (SAS)**

2018–2020 School Transformation Fund - Implementation		
Program authority:	P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)	FOR TEA USE ONLY <small>Write NOGA ID here:</small>
Grant Period:	July 9, 2018 to July 31, 2020	
Application deadline:	5:00 p.m. Central Time, May 29, 2018	<small>Place date stamp here.</small>
Submittal information:	<p>Applicants must submit one original copy of the application with an original signature, and two copies of the application, printed on one side only and signed by a person authorized to bind the applicant to a contractual agreement, must be received no later than the aforementioned date and time at this address:</p> <p style="text-align: center;">Document Control Center, Grants Administration Division Texas Education Agency, 1701 North Congress Ave. Austin, TX 78701-1494</p>	
Contact information:	Doug Dawson: doug.dawson@tea.texas.gov ; (512) 463-2617	

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Schedule #1—General Information

Part 1: Applicant Information				
Organization name	County-District #	Campus name/#	Amendment #	
Palestine ISD	001-907	Southside Elementary/107		
Vendor ID #	ESC Region #	DUNS #		
756-002-185	07	095444048		
Mailing address	City	State	ZIP Code	
1007 E Park Ave	Palestine	TX	75801	
Primary Contact				
First name	M.I.	Last name	Title	
Grace		Mancilla	Principal	
Telephone #	Email address		FAX #	
(903) 731-8023	gmancilla@palestineschools.org		(877) 655-0734	
Secondary Contact				
First name	M.I.	Last name	Title	
Linda		Alaniz	Grant Writer	
Telephone #	Email address		FAX #	
(956) 365-4100	Linda_alaniz@hotmail.com		(866) 600-0374	
Part 2: Certification and Incorporation				

I hereby certify that the information contained in this application is, to the best of my knowledge, correct and that the organization named above has authorized me as its representative to obligate this organization in a legally binding contractual agreement. I further certify that any ensuing program and activity will be conducted in accordance with all applicable federal and state laws and regulations, application guidelines and instructions, the general provisions and assurances, debarment and suspension certification, lobbying certification requirements, special provisions and assurances, and the schedules attached as applicable. It is understood by the applicant that this application constitutes an offer and, if accepted by the Agency or renegotiated to acceptance, will form a binding agreement.

Authorized Official:

First name	M.I.	Last name	Title
Jason	L.	Marshall	Superintendent
Telephone #	Email address		FAX #
(903) 731-8000	jmarshall@palestineschools.org		(877) 766-4983
Signature (blue ink preferred)	Date signed		


 Only the legally responsible party may sign this application.

5/24/18

Schedule #1—General Information

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 3: Schedules Required for New or Amended Applications

An X in the "New" column indicates a required schedule that must be submitted as part of any new application. The applicant must mark the "New" checkbox for each additional schedule submitted to complete the application.

For amended applications, the applicant must mark the "Amended" checkbox for each schedule being submitted as part of the amendment.

Schedule #	Schedule Name	Application Type	
		New	Amended
1	General Information	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
2	Required Attachments and Provisions and Assurances	<input checked="" type="checkbox"/>	N/A
4	Request for Amendment	N/A	<input checked="" type="checkbox"/>
5	Program Executive Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
6	Program Budget Summary	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7	Payroll Costs (6100)	See Important Note For Competitive Grants*	<input type="checkbox"/>
8	Professional and Contracted Services (6200)		<input type="checkbox"/>
9	Supplies and Materials (6300)		<input type="checkbox"/>
10	Other Operating Costs (6400)		<input type="checkbox"/>
11	Capital Outlay (6600)		<input type="checkbox"/>
12	Demographics and Participants to Be Served with Grant Funds	<input checked="" type="checkbox"/>	<input type="checkbox"/>
13	Needs Assessment	<input checked="" type="checkbox"/>	<input type="checkbox"/>
14	Management Plan	<input checked="" type="checkbox"/>	<input type="checkbox"/>
15	Project Evaluation	<input checked="" type="checkbox"/>	<input type="checkbox"/>
16	Responses to Statutory Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
17	Responses to TEA Requirements	<input checked="" type="checkbox"/>	<input type="checkbox"/>
18	Equitable Access and Participation	<input checked="" type="checkbox"/>	<input type="checkbox"/>

***IMPORTANT NOTE FOR COMPETITIVE GRANTS:** Schedules #7, #8, #9, #10 and #11 are required schedules if any dollar amount is entered for the corresponding class/object code on Schedule #6—Program Budget Summary. For example, if any dollar amount is budgeted for class/object code 6100 on Schedule #6—Program Budget Summary, then Schedule #7—Payroll Costs (6100) is required. If it is either blank or missing from the application, the application will be disqualified.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Required Attachments

The following table lists the fiscal-related and program-related documents that are required to be submitted with the application (attached to the back of each copy, as an appendix).

#	Applicant Type	Name of Required Fiscal-Related Attachment
No fiscal-related attachments are required for this grant.		
#	Name of Required Program-Related Attachment	Description of Required Program-Related Attachment
No program-related attachments are required for this grant.		

Part 2: Acceptance and Compliance

By marking an X in each of the boxes below, the authorized official who signs Schedule #1—General Information certifies his or her acceptance of and compliance with all of the following guidelines, provisions, and assurances.

Note that provisions and assurances specific to this program are listed separately, in Part 3 of this schedule, and require a separate certification.

X	Acceptance and Compliance
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>General and Fiscal Guidelines</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with the <u>program guidelines for this grant</u> .
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with all <u>General Provisions and Assurances</u> requirements.
<input checked="" type="checkbox"/>	I certify that I am not debarred or suspended. I also certify my acceptance of and compliance with all <u>Debarment and Suspension Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify that this organization does not spend federal appropriated funds for lobbying activities and certify my acceptance of and compliance with all <u>Lobbying Certification</u> requirements.
<input checked="" type="checkbox"/>	I certify my acceptance of and compliance with <u>No Child Left Behind Act of 2001 Provisions and Assurances</u> requirements.

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Schedule #2—Required Attachments and Provisions and Assurances

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 3: Program-Specific Provisions and Assurances☒ I certify my acceptance of and compliance with all program-specific provisions and assurances listed below.

#	Provision/Assurance
1.	The applicant provides assurance that program funds will supplement (increase the level of service), and not supplant (replace) state mandates, State Board of Education rules, and activities previously conducted with state or local funds. The applicant provides assurance that state or local funds may not be decreased or diverted for other purposes merely because of the availability of these funds. The applicant provides assurance that program services and activities to be funded from this grant will be supplementary to existing services and activities and will not be used for any services or activities required by state law, State Board of Education rules, or local policy.
2.	The applicant provides assurance that the application does not contain any information that would be protected by the Family Educational Rights and Privacy Act (FERPA) from general release to the public.
3.	The applicant provides assurance that they will contract and work in good faith with the TEA vetted and matched school transformation partner and agency-provided technical assistance.
4.	The applicant provides assurance that they will identify a project manager to lead the partnership, restart, or redesign effort.
5.	The applicant provides assurance that they will provide access for onsite visits to the LEA and campus by TEA and its contractors.
6.	The applicant provides assurance that they will attend and participate in grant orientation meetings, technical assistance meetings, other periodic meetings of grantees, and sharing of best practices through the TEA program office.
7.	For Partnership Implementation models (P2 Partnership and IMO Partnership), the applicant provides assurance that they will award a campus charter in alignment with S.B. 1882.
8.	For New School Implementation models (Reset and Fresh-Start) and Redesign , the applicant provides assurance that the necessary operational flexibility (such as staffing, calendars, time, and budgeting) will be provided to campus leadership and the school transformation partner to fully develop and implement a school transformation. For applicants implementing the District of Innovation (DOI) operational flexibility plan, this includes an assurance that exemptions received through the DOI innovation plan will be extended to the campus developing and implementing a school redesign plan.
9.	For Reset , the applicant provides assurance that the campus will have new school leadership and instructional staff.

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Schedule #4—Request for Amendment

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Submitting an Amendment

This schedule is used to amend a grant application that has been approved by TEA and issued a Notice of Grant Award (NOGA). **Do not submit this schedule with the original grant application.** Refer to the instructions to this schedule for information on what schedules must be submitted with an amendment.

An amendment may be submitted by mail **or** by fax. Do not submit the same amendment by both methods. Amendments submitted via email will not be accepted.

If the amendment is mailed, submit three copies of each schedule pertinent to the amendment to the following address: Document Control Center, Grants Administration Division, Texas Education Agency, 1701 N. Congress Ave., Austin, TX 78701-1494.

If the amendment is faxed, submit one copy of each schedule pertinent to the amendment to either of the following fax numbers: (512) 463-9811 or (512) 463-9564.

The last day to submit an amendment to TEA is listed on the [TEA Grant Opportunities](#) page. An amendment is effective on the day TEA receives it in substantially approvable form. All amendments are subject to review and approval by TEA.

Part 2: When an Amendment Is Required

For all grants, regardless of dollar amount, prior written approval is required to make certain changes to the application. Refer to the "When to Amend the Application" guidance posted in the Amendment Submission Guidance section of the Grants Administration Division [Administering a Grant](#) page to determine when an amendment is required for this grant. Use that guidance to complete Part 3 and Part 4 of this schedule.

Part 3: Revised Budget

			A	B	C	D
#	Schedule #	Class/ Object Code	Grand Total from Previously Approved Budget	Amount Deleted	Amount Added	New Grand Total
1.	Schedule #7: Payroll	6100	\$	\$	\$	\$
2.	Schedule #8: Contracted Services	6200	\$	\$	\$	\$
3.	Schedule #9: Supplies and Materials	6300	\$	\$	\$	\$
4.	Schedule #10: Other Operating Costs	6400	\$	\$	\$	\$
5.	Schedule #11: Capital Outlay	6600	\$	\$	\$	\$
6.	Total direct costs:		\$	\$	\$	\$
7.	Indirect cost (%):		\$	\$	\$	\$
8.	Total costs:		\$	\$	\$	\$

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Schedule #4—Request for Amendment (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 4: Amendment Justification

Line #	Schedule # Being Amended	Description of Change	Reason for Change
1.			
2.			
3.			
4.			
5.			
6.			
7.			

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Schedule #5—Program Executive Summary

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

Opening Statement: Palestine ISD will target Southside Elementary through the School Transformation Fund – Implementation Grant. The campus has been designated as a 2017–2018 Focus and Improvement Required Campus and is not currently receiving Texas Title I Priority School (TTIPS) Cycle 4 or Cycle 5 grant funds or 2017–2019 School Redesign Grant, Pilot Cycle funds, which enables the campus to receive 5 priority points. Additionally, the district has greater than 10% of its campuses identified as 2017–2018 Focus Schools, which makes this grant even more of a necessity. By utilizing funds obtained from the School Transformation Fund Grant, the district will implement the Talent Transformation Model strategy. The strategy will be designed to implement a strategic staffing initiative across Southside Elementary. Moreover, with the acquisition of this grant, the district will be provided with trainings and oversight from their Matched School Transformation Partner on the implementation of best practices and procedures. This will be utilized to sustain the program once funds have depleted and assist Palestine ISD's other low-performing schools.

DEMOGRAPHICS OF THE DISTRICT RELATE TO THE GOALS/PURPOSES OF THE GRANT:

The design of the proposed program reflects up-to-date knowledge from scientifically based research and effective practice. To ensure the design of the proposed program reflects up-to-date knowledge, scientifically-based research, and effective practices, the district analyzed the needs of Southside Elementary. The campus data was analyzed utilizing information garnered from the 2016-2017 Texas Academic Performance Report (TAPR), to determine the student/teacher demographics, gaps in students' performance and gaps in school leadership. These can be seen below:

Needs Assessment Results				
Teachers	Average Pay		Turnover Rate	
	Master's Degree or Above			
	Campus		14.9%	
	District		12.3%	
Students	State		23.6%	
	Met Standard on STAAR (Reading)		ELL	
	Met Standard on STAAR (Math)		Economically Disadvantaged	
	Campus		25.5%	
	District		16.1%	
	State		18.9%	
	48%		59.0%	
	48%			

Who designs the needs assessment process, determines its efficacy, and when/how the process needs to be changed: The initial needs assessment process was designed and reviewed by the district and campus administrators, to include the Superintendent, Chief Financial Officer, Principal, and other district/campus personnel. The district/campus administrators and selected school transformation partner will be responsible for determining the effectiveness of the assessment produced and for ensuring the results clearly identify the gaps and weaknesses of the district. If awarded, these individuals will meet on a regular basis to assess and review the strategies and activities being conducted. If areas of weakness are identified, the district/campus administrators and school transformation partner will review the processes and modify them as needed to include the unaddressed areas or needs. Any significant changes will be presented to the school board and TEA for approval.

The program activities relate directly to the program goals, local objectives, and strategies. Due to the fact Palestine ISD only has one elementary school, they are unable to relocate high-performing teachers from within the district, into Southside Elementary. However, to ensure the strategic staffing initiative is still effective, Palestine ISD conducted a comprehensive needs assessment that will be used to create an initiative that is effective and relates directly to the School Transformation Fund Grant goals, objectives, and strategies. The proposed program will target teachers that: Teach students who are at-risk, economically disadvantaged, and/or English Language Learners (ELL); Have less than 5-years' experience and/or are struggling; and Have students who are performing low academically. The district will assist these teachers by:

- 1.) **Providing Professional Development** that is designed to improve teachers' ability to manage and engage their students in the daily classroom activities; Training will be customized by the local Region Center based on campus needs.
- 2.) **Contracting with CTC** to provide targeted trainings and added supports that will increase teachers' proficiency and improve leadership skills. In addition, CTC will disaggregate student data to identify areas of need and/or weaknesses.
- 3.) **Purchasing Laptops** to provide students and teachers access to a broad range of online resources and online learning activities.

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Schedule #5—Program Executive Summary (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Provide a brief overview of the program you plan to deliver. Refer to the instructions for a description of the requested elements of the summary. Response is limited to space provided, front side only, font size no smaller than 10 point Arial.

- 4.) **Utilizing a Matched School Transformation Partner** to assist the campus in exploring and developing a strategic staffing initiative. The partner will assist in developing and implementing proven strategies that will increase the quality of leadership and instructional staff in order to improve student outcomes.
- 5.) **Hiring an Instructional Strategist** to oversee the design and implementation of new curriculum and materials. The Instructional Strategist will also conduct quarterly classroom observations on teachers. This will provide the teachers the opportunity to receive feedback that can be utilized to modify their teaching strategies and for the Instructional Strategist to ensure the strategies being taught through trainings are being properly implemented in the classroom.

By implementing the aforementioned strategies, Palestine ISD will accelerate the school transformation through strong school leadership, effective teachers, and high expectations for both students and staff.

HOW THE BUDGET WAS DEVELOPED: In order to develop the proposed budget, the district reviewed the grant's goals. Next the district determined how many teachers and students would be participating in the program. The district also projected the amount of funds needed to provide professional development (PD) activities, as well as, manage the program and implement all the aforementioned grant activities. **Objectives, strategies, activities, and desired results of the program are clearly specified /measurable. (4 pts)** The objectives the district wishes to achieve by receiving funding include: Improving Teachers' Proficiency; Improving Student Academic Performance; and Improving the overall standard as a campus. To do this during the grant program, the campus will incorporate evidence-based strategies that are clearly specified. These strategies are discussed extensively on page 29 and include: The Texas Continuous Improvement Framework to establish a foundation of systems, actions, and processes that support continuous improvement in the classroom; Professional Development Training because it "is a key mechanism for improving classroom instruction and student achievement" (Ball & Cohen, 1999; Cohen & Hill, 2000; Corcoran, Shields, & Zucker, 1998; Darling-Hammond & McLaughlin, 1995; Elmore, 1997; Little, 1993; National Commission on Teaching and America's Future, 1996); Teacher stipends and recognition activities due to the fact it has been demonstrated to be effective at increasing teacher retention, as well as, improving their proficiency; and Student Progress Tracking to provide teachers the opportunity to address deficiencies as they occur. (Source: <http://www.allinlearning.com/research/>). By implementing the aforementioned strategies, as well as, meeting the objectives set out in this grant application, the district plans to implement an effective staffing strategy across Southside Elementary. **PROGRAM WILL RECEIVE CONSISTENT, HIGH-QUALITY MANAGEMENT:** To ensure the strategies are implemented effectively, the district assures that the program will receive consistent, high-quality management. Palestine ISD's Superintendent will oversee the program staff and be the individual that will obligate the grant activities according to state/federal regulations. Additionally, Palestine ISD will assign a highly-qualified Program Director to manage and provide support to grant staff. This individual will be required to hold a minimum of a bachelor's degree. The Chief Financial Officer will ensure that previously allocated state/local funds are not diverted from the campuses because of its acquisition of grant funding. Their experience, skills, and competency will be necessary to ensure the program remains within budget, on schedule, and within scope.

HOW THE APPLICATION COMPLETELY AND ACCURATELY ANSWERS ALL STATUTORY AND TEA REQUIREMENTS: *Application is organized and completed according to instructions. (5 pts.)* The administrators met and reviewed the completed application to ensure that all statutory and TEA requirements were answered completely and accurately. Palestine ISD stakeholders had the opportunity to provide feedback and address any areas of concern. Their responses were reviewed and addressed prior to the submission of the grant application.

DISTRICT'S ON-GOING COMMITMENT TO THE GOALS OF THE GRANT AND FUNDING THE PROGRAM BEYOND GRANT FUNDING: To ensure all project participants remain committed to the success of the project, the district has ensured that they received buy-in from participants, including administration, parents, and teachers. Throughout the term of the grant, the district will continue to meet with administration, teachers, board, and partners to solicit feedback; thus, ensuring continued support of the program. The district will coordinate federal and state programs and build partnerships that will increase the quality of services provided and increase the likelihood of sustainability. Professional development training obtained through local, state, and federal funds will be a tremendous resource that will aid in sustaining strategies learned and implemented during the grant cycle. This acquired resource, **coordinated** with Title I (high poverty), Instructional Materials Allotment (IMA), and state compensatory funds, will ensure teacher and student improvement are continued after funding ends.

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Schedule #6—Program Budget Summary					
County-district number or vendor ID: 001-907			Amendment # (for amendments only):		
Program authority: P.L. 107-110, ESEA of 1965, as amended by NCLB of 2001, Section 1003(g)					
Grant period: July 9, 2018 to July 31, 2020			Fund code: 211		
Budget Summary					
Schedule #	Title	Class/ Object Code	Program Cost	Admin Cost	Total Budgeted Cost
Schedule #7	Payroll Costs (6100)	6100	\$180,000	\$	\$180,000
Schedule #8	Professional and Contracted Services (6200)	6200	\$73,217	\$	\$73,217
Schedule #9	Supplies and Materials (6300)	6300	\$40,000	\$	\$40,000
Schedule #10	Other Operating Costs (6400)	6400	\$0	\$	\$0
Schedule #11	Capital Outlay (6600)	6600	\$0	\$	\$0
	Consolidate Administrative Funds			<input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
Total direct costs:			\$293,217	\$0	\$293,217
2.261% indirect costs (see note):			N/A	\$6,783	\$6,783
Grand total of budgeted costs (add all entries in each column):			\$293,217	\$6,783	\$300,000

NOTE: Indirect costs are calculated and reimbursed based on actual expenditures when reported in the expenditure reporting system, regardless of the amount budgeted and approved in the grant application. If indirect costs are claimed, they are part of the total grant award amount. They are not in addition to the grant award amount.

Indirect costs are not required to be budgeted in the grant application in order to be charged to the grant. Do not submit an amendment solely for the purpose of budgeting indirect costs.

If selected for a competitive grant, your award amount will be the lesser of the grand total of budgeted costs as stated on this schedule (the box with the bold outline), or the sum of all line items listed on this schedule, or the maximum allowable award amount. TEA is not responsible for math errors.

The costs reflected in the budget are appropriate for the results expected. (7 points) The requested amount of \$300,000 for the grant period of July 9, 2018, to July 31, 2020, is reasonable, cost-effective, and adequate to support the program. The amount is reasonable when considering it will target a low performing Focus school, 517 students, and 40 teachers. Additionally, the district will follow all necessary procurement procedures to ensure the grant funds are being expended as efficiently as possible.

The budget, including personnel, materials, and other identified expenses, adequately supports the activities outlined in the grant proposal. (10 points) Only items necessary for the implementation of the grant were included in the budget. Additionally, the district only included allowable and reasonable costs that will support the activities proposed during the grant. The district incorporated into the grant design all the grant requirements proposed by TEA in order to offer high-quality programming through each grant component. Moreover, the district took into account expenses that are reasonable and necessary in order to fulfill the proposed program goals and objectives.

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Schedule #7—Payroll Costs (6100)				
County-district number or vendor ID: 001-907			Amendment # (for amendments only):	
Employee Position Title		Estimated # of Positions 100% Grant Funded	Estimated # of Positions <100% Grant Funded	Grant Amount Budgeted
Academic/Instructional				
1	Teacher (\$35,400 x 2 years)	1		\$70,800
2	Educational aide			
3	Tutor			
Program Management and Administration				
4	Project director			
5	Project coordinator			
6	Teacher facilitator			
7	Teacher supervisor			
8	Secretary/administrative assistant			
9	Data entry clerk			
10	Grant accountant/bookkeeper			
11	Evaluator/evaluation specialist			
Auxiliary				
12	Counselor			
13	Social worker			
14	Community liaison/parent coordinator			
Education Service Center (to be completed by ESC only when ESC is the applicant)				
15				
16				
17				
18				
19				
20				
Other Employee Positions				
21	Instructional Strategist (\$44,250 x 2 Years)	1		\$88,500
22				\$0
23				\$0
24	Subtotal employee costs:			\$159,300
Substitute, Extra-Duty Pay, Benefits Costs				
25	6112 Substitute pay			\$0
26	6119 Professional staff extra-duty pay			\$0
27	6121 Support staff extra-duty pay			\$0
28	6140 Employee benefits			\$20,700
29	61XX Tuition remission (IHEs only)			\$0
30	Subtotal substitute, extra-duty, benefits costs			\$20,700
31	Grand total (Subtotal employee costs plus subtotal substitute, extra-duty, benefits costs):			\$180,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #8—Professional and Contracted Services (6200)		
County-district number or vendor ID: 001-907		Amendment # (for amendments only):
NOTE: Specifying an individual vendor in a grant application does not meet the applicable requirements for sole-source providers. TEA's approval of such grant applications does not constitute approval of a sole-source provider.		
Professional and Contracted Services Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6269	Rental or lease of buildings, space in buildings, or land	
	Specify purpose:	
a. Subtotal of professional and contracted services (6200) costs requiring specific approval:		
Professional and Contracted Services		
#	Description of Service and Purpose	Grant Amount Budgeted
1	Matched School Transformation Partner (See Program Guidelines and Program-Specific Instructions) Will assist the campus in exploring and developing a strategic staffing initiative. Will assist in developing and implementing proven strategies that will increase the quality of leadership and instructional staff in order to improve student outcomes.	\$30,000
2	CTC – Will provide targeted trainings and added supports that will increase teachers' proficiency and improve leadership skills. In addition, CTC will disaggregate student data to identify areas of need and/or weaknesses.	\$23,217
3	Region 2 ESC – Will provide targeted trainings to teachers and administrators.	\$20,000
4		
5		
6		
7		
8		
9		
10		
11		
12		
13		
14		
b. Subtotal of professional and contracted services:		\$73,217
c. Remaining 6200—Professional and contracted services that do not require specific approval:		\$0
(Sum of lines a, b, and c) Grand total		\$73,217

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #9—Supplies and Materials (6300)		
County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):
Supplies and Materials Requiring Specific Approval		
Expense Item Description		Grant Amount Budgeted
6300	Total supplies and materials that do not require specific approval:	\$40,000
Grand total:		\$40,000

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division [Administering a Grant](#) page.

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Schedule #10—Other Operating Costs (6400)		
County-District Number or Vendor ID: 001-907		Amendment number (for amendments only):
Expense Item Description		Grant Amount Budgeted
6411	Out-of-state travel for employees. Must be allowable per Program Guidelines and grantee must keep documentation locally.	
6413	Stipends for non-employees other than those included in 6419	
6419	Non-employee costs for conferences. Requires pre-authorization in writing.	
6411/ 6419	Travel costs for officials such as Executive Director, Superintendent, or Local Board Members. Allowable only when such costs are directly related to the grant. Must be allowable per Program Guidelines and grantee must keep out-of-state travel documentation locally.	
64XX	Hosting conferences for non-employees. Must be allowable per Program Guidelines, and grantee must keep documentation locally.	
Subtotal other operating costs requiring specific approval:		\$0
Remaining 6400—Other operating costs that do not require specific approval:		
Grand total:		\$0

In-state travel for employees does not require specific approval.

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #11—Capital Outlay (6600)				
County-District Number or Vendor ID: 001-907			Amendment number (for amendments only):	
#	Description and Purpose	Quantity	Unit Cost	Grant Amount Budgeted
6669—Library Books and Media (capitalized and controlled by library)				
1		N/A	N/A	
66XX—Computing Devices, capitalized				
2				
3				
4				
5				
6				
7				
8				
9				
10				
11				
66XX—Software, capitalized				
12				
13				
14				
15				
16				
17				
18				
66XX—Equipment, furniture, or vehicles				
19				
20				
21				
22				
23				
24				
25				
26				
27				
28				
66XX—Capital expenditures for additions, improvements, or modifications to capital assets that materially increase their value or useful life (not ordinary repairs and maintenance)				
29				
Grand total:				\$0

For budgeting assistance, see the Allowable Cost and Budgeting Guidance section of the Grants Administration Division Administering a Grant page.

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Schedule #12—Demographics and Participants to Be Served with Grant Funds

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Student/Teacher Demographics of Population To Be Served With Grant Funds. Enter the data requested for the population to be served by this grant program. If data is not available, enter DNA. Use the comment section to add a description of any data not specifically requested that is important to understanding the population to be served by this grant program. Response is limited to space provided. Use Arial font, no smaller than 10 point.

Student Category	Student Number	Student Percentage	Comment
Economically disadvantaged	407	78.7%	Palestine ISD's economically disadvantaged population at the Southside Elementary campus is 78.7%. This is 19.7% higher than the State's average of 59%. Furthermore, the city of Palestine has a poverty level of 21.9%, which is 5.2% over the State's average of 16.7%. Parents'/guardians' lack of finances limits the resources they are able to provide to their child(ren).
Limited English proficient (LEP)	132	25.5%	Southside Elementary's Limited English Proficient (LEP) population is at 25.5%, which is 6.6% over the State's average of 18.9%. The campus lacks the resources needed to address this student population's needs. Students' limited understanding of the spoken and written English language serves as an obstacle for these students' education towards academic gains.
Disciplinary placements	0	0%	
Attendance rate	NA	96.2%	
Annual dropout rate (Gr 9-12)	NA	NA	
Teacher Category	Teacher Number	Teacher Percentage	Comment
1-5 Years Exp.	7.5	22.4%	Southside Elementary has an astonishing percentage (28.4%) of its teachers that are beginning and inexperienced. This percentage consists of 22.4% of the teachers that have 1-5 years of experience and an additional 6.0% of their teachers that are beginning teachers and have less than 1 years of experience. This high percentage of new teachers is a result of the high-turnover rate that is faced at the campus. New and beginning teachers tend to utilize Palestine ISD as a stepping stone to launch their teaching career. Unfortunately, since the district pays its teachers, that have less than 5 years' experience, an average of \$18,000 less than the state, teachers often transfer to large schools that can provide them with better pay, benefits, resources, and incentives.
6-10 Years Exp.	7	20.9%	
11-20 Years Exp.	7	20.9%	
20+ Years Exp.	10	20.9%	
No degree	0.0	0.0%	
Bachelor's Degree	28.5	85.1%	
Master's Degree	5.0	14.9%	
Doctorate	0.0	0.0%	

Part 2: Students/Teachers To Be Served With Grant Funds. Enter the number of students in each grade, by type of school, projected to be served under the grant program.

School Type: ☒ Public ☐ Open-Enrollment Charter ☐ Private Nonprofit ☐ Private For Profit ☐ Public Institution

Students

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	266	251	0	0	0	0	0	0	0	0	0	517

Teachers

PK	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
0	0	0	20	20	0	0	0	0	0	0	0	0	0	40

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Schedule #13—Needs Assessment

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Process Description. A needs assessment is a systematic process for identifying and prioritizing needs, with "need" defined as the difference between current achievement and desired outcome or required accomplishment. Describe your needs assessment process, including a description of how needs are prioritized. If this application is for a district level grant that will only serve specific campuses, list the name of the campus(es) to be served and why they were selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROCESS FOR IDENTIFYING AND PRIORITIZING CAMPUS TO BE SERVED:

Southside Elementary was selected by Palestine ISD to apply for the 2018–2020 School Transformation Fund Grant because it has been identified as a Title I Focus school and is in dire need of improving their staff. This lapse in high-quality staffing has caused a decline in academic achievement. Therefore, Southside Elementary was selected to be served with this grant program.

NEEDS ASSESSMENT PROCESS/CURRENT ACHIEVEMENT:

Details of the needs assessment methodology are provided, and the magnitude or severity of the problem to be addressed is significant. (10 points) In preparation for the submission of the 2018–2020 School Transformation Fund Grant, the district analyzed the needs of Southside Elementary. The campus data was analyzed utilizing information garnered from the 2016-2017 Texas Academic Performance Report (TAPR), to demonstrate the following gaps in students' performance, as well as, in school leadership:

Needs Assessment Results						
Teacher		Average Pay		Turnover Rate		Master's Degree or Above
	Campus	\$43,135		N/A		14.9%
	District	\$44,884		12.3%		12.3%
	State	\$52,525		23.6%		29.6%
Students		Met Standard on STAAR (Reading)	Met Standard on STAAR (Math)	Economically Disadvantaged	At-Risk	ELL
	Campus	35%	40%	78.7%	45.8%	25.5%
	District	35%	41%	74.9%	57.3%	16.1%
	State	48%	48%	59.0%	50.3%	18.9%

Source: 2016-2017 Texas Academic Performance Report. TAPR

HOW NEEDS WERE PRIORITIZED:

The proposed program is appropriate to and will successfully address the needs of the target population or other identified needs (8 points) As seen above, Southside Elementary needs assessment was an in-depth review of the gaps in staffing personnel, and how those gaps have affected student academic achievement. Elements of the needs assessment also included the review of the experience/capabilities of the school leadership team, instructional programs that are currently being utilized at the campus, and the infrastructure that is available for student and teacher use. The goal for the district and campus was not just to identify the areas of need, but to also identify the root cause for the problems. Based on this assessment, Palestine ISD determined that the campus needed to prioritize the following needs in order to be able to provide students the skills needed to become successful later in life:

- The experience of teachers and school leaders needs to be increased through Professional Development (PD) trainings. PD will provide teachers the knowledge/self-confidence required to manage students' behavior in and out of the classroom, motivate students to take a more active role in their studies, and implement new teaching strategies;
- Teachers, students, and school leaders need access to the latest research-based technology and curriculum that is geared to prepare students to be active member of today's society; and
- Teachers need to be provided a strong support system that will be available to provide them with the guidance and assistance needed to bring about positive student outcomes.

Additionally, the district also conducted a needs assessment of the community. Data obtained from American Fact Finder in 2016 indicated that Palestine has a total population of 18,712 with a median household income of \$37,304 which is \$17,423 less than the state's average of \$54,727. A final obstacle that the city is facing is the high percentage (11.7%) of the individuals that speak English less than very well. Through the acquisition of this grant, the district hopes to improve in all of these aspects that currently affect the students and staff to improve the well-being of the community.

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Schedule #13—Needs Assessment (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 2: Alignment with Grant Goals and Objectives. List your top five needs, in rank order of assigned priority. Describe how those needs would be effectively addressed by implementation of this grant program. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Identified Need	How Implemented Grant Program Would Address
1.	<p><i>As the result of a robust assessment effort, specific needs have been identified and strategies to address those needs have been described. (10 points)</i></p> <p>The campus has over 25.5% of their students classified as English Language Learners (ELL). In comparison to the State's average of 18.9%. These ELL students' performance is 17% worse than State's average of 72% on the STAAR Reading Test.</p> <p>Source: 2016-2017 Texas Academic Performance Reports (TAPR)</p>	<p>Strategy: In order to improve on scores from these students, Southside Elementary will hire an Instructional Strategist to oversee the improvement of classroom testing programs, monitor the weekly and daily improvement of learning goals, and conduct quarterly classroom observations on teachers that provide instruction. This individual will also serve as a coach for struggling and new teachers.</p>
2.	<p>The campus' students are considered low-performing in the area of Math STAAR tests. In math, only 72% approached grade level or above. This is worse than the State's percentage of 79%.</p> <p>Source: 2016-2017 Texas Academic Performance Reports (TAPR)</p>	<p>Strategy: The campus will address this need by conducting quarterly classroom observations of teachers that provide instruction in core subjects during the grant period. This will provide the teachers an opportunity to receive feedback from campus administrators that can be utilized to modify teaching strategies.</p>
3.	<p>The campus' students are considered low-performing in the area of Reading STAAR tests. In Reading, only 65% approached grade level or above. This is worse than the State's percentage of 72%.</p> <p>Source: 2016-2017 Texas Academic Performance Reports (TAPR)</p>	<p>Strategy: The campus will address this need by conducting quarterly classroom observations of teachers that provide instruction in core subjects during the grant period. This will provide the teachers an opportunity to receive feedback from campus administrators that can be utilized to modify teaching strategies.</p>
4.	<p>The campus has a remarkably high teacher turnover rate, 21.8%, in comparison to 16.4% for the state. (Source: 2016-2017 Texas Academic Progress Report-TAPR)</p> <p>Due to this high turnover rate, the campus is in need for additional professional development trainings and teacher mentoring to ensure highly-qualified personnel and staff are in place at the targeted campus.</p>	<p>Strategy: The campus will work with Region ESC 7 to ensure there is professional development trainings. These trainings will assist teachers in incorporating technology into the student classroom. The types of trainings available include but are not limited to: iPads in the Classroom, Chromebooks for Productivity, and Blended Learning. With valuable professional development and better resources, the campus will be able to ensure regardless of turnover, the students will still be receiving high-quality instruction that increases their test scores.</p>

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Schedule #14—Management Plan		
County-district number or vendor ID: 001-907		Amendment # (for amendments only):
Part 1: Staff Qualifications. List the titles of the primary project personnel and any external consultants projected to be involved in the implementation and delivery of the program, along with desired qualifications, experience, and any requested certifications. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.		
#	Title	Desired Qualifications, Experience, Certifications
Qualifications, experience, and certifications of program personnel and external consultants are of sufficient quality and depth to ensure successful implementation. (5 points)		
1.	Program Director	A minimum of a bachelor's degree or a master's degree in education or related field is preferred. A minimum of 3 years of experience with curriculum and instruction, managing programs, budgets, personnel, and dealing with vendors.
2.	Superintendent	A minimum of a master's degree. Must have a State of Texas Superintendent Certificate. A minimum of 3 years of experience in a related field.
3.	Campus Principal	A minimum of a bachelor's or master's degree in education. Must have a Principal Certification or be enrolled in a Principal Preparation Program. A minimum of 3 years of experience in a related field, is preferred.
4.	Chief Financial Officer	A minimum of a bachelor's degree is required; however, a master's degree preferred. This individual must have experience in ensuring that previously allocated state/local funds are not diverted from school campuses because of their acquisition of grant funding.
5.	Matched School Transformation Partner	Experience in the support and improvement of district and campuses in state and federal accountability. Experience serving underperforming schools, including Turnaround Technical Assistance.

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 2: Milestones and Timeline. Summarize the major objectives of the planned project, along with defined milestones and projected timelines. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Objective	Milestone	Begin Activity	End Activity
1.	Improved Teacher Proficiency	1. Teachers will attend a minimum of 8 hours of professional development training each year.	10/01/2018	05/31/2020
		2. A minimum of 60% of the teachers will receive an overall Proficient rating on their T-TESS assessment.	05/01/2019	06/01/2020
		3. Teachers turnover rate will decrease by 10%.	05/01/2019	06/01/2020
		4. A minimum of 40% of the teachers will receive a proficient rating or above on their teacher's assessment.	04/01/2019	06/30/2020
		5. A minimum of 6 classroom walk-throughs will be performed on each teacher.	12/31/2018	06/30/2020
2.	Improved Student Academic Performance	1. A minimum of 30% of the students will attend at least 5 hours of tutoring.	09/01/2018	07/31/2020
		2. A minimum of 20% of the students will demonstrate a 5% increase in their Math academics based on STAAR, state, and/or local assessments.	05/01/2019	06/30/2020
		3. A minimum of 20% of the students will demonstrate a 5% increase in their ELA academics based on STAAR state, and/or local assessments.	05/01/2019	06/30/2020
		4. A minimum of 20% of the students will demonstrate a 5% increase in their Science academics based on STAAR, state, and/or local assessments.	05/01/2019	06/30/2020
		5. A minimum of 20% of the students will demonstrate a 5% increase in their Social Studies academics based on STAAR, state, and/or local assessments.	05/01/2019	06/30/2020
3.	Overall Campus Improvement	1. The campus will help the district decrease its teacher turnover rate by a minimum of 3%.	07/09/2018	07/31/2020
		2. Surveys will demonstrate that at least 90% of the students feel safe while at school.	12/31/2018	05/31/2020
		3. Campus will work towards earning at least one distinction award.	05/31/2019	07/31/2020
		4. The campus will perform well on all four indices.	05/31/2019	07/31/2020
4.	Improved Attendance/ Behavior	1. Increase students' overall attendance rates by 1%.	12/31/2018	06/30/2020
		2. Increase student persistence rate by a minimum of 5%.	07/09/2018	06/30/2020
		3. A minimum of 65% of the staff will attend trainings designed to improve attendance and behavior.	07/09/2018	07/31/2020
5.	Provide Evaluation/ Feedback on the Program	1. 100% of the teachers will be provided with follow-up observations in order to ensure strategies are being properly implemented. (i.e. modeling, mentoring, etc.)	05/01/2019	06/01/2020
		2. Create a Handbook of Operating Procedures (HOOP) which will be updated on an on-going basis.	08/01/2018	07/31/2020
		3. Utilize TAPR and PEIMS reports to ensure the district is meeting the goals and objectives of the grant program.	07/09/2018	07/31/2020
		4. Utilize a formative assessment twice a year (mid and end-of-year) to measure student growth.	01/30/2019	07/31/2020
Achieves the objectives on time, within budget, with appropriate timelines, and milestones. (5 points) Unless pre-award costs are specifically approved by TEA, grant funds will be used to pay only for activities occurring between the beginning and ending dates of the grant, as specified on the Notice of Grant Award.				

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Schedule #14—Management Plan (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 3: Feedback and Continuous Improvement. Describe the process and procedures your organization currently has in place for monitoring the attainment of goals and objectives. Include a description of how the plan for attaining goals and objectives is adjusted when necessary and how changes are communicated to administrative staff, teachers, students, parents, and members of the community. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

PROCESS AND PROCEDURES IN PLACE FOR MONITORING THE ATTAINMENT OF GOALS AND OBJECTIVES:

The management plan is designed to achieve the objectives on time and within budget, with appropriate timelines and milestones for accomplishing tasks (5 points). Current processes and procedures that are in place for monitoring the attainment of goals and objectives include the following:

- Regularly scheduled meetings are held between the campus and district administration in which goals and objectives that have been previously set (i.e. improvement plans, grant programs, etc.) are reviewed and milestones are created;
- An individual is assigned to collect data and compile regular reports identifying the progress being made to meet the goals and objectives;
- Objective performance statistics/data are utilized to monitor the progress being made for each goal and objective;
- Reports are submitted to the campus and district administration, as well as, presented to the School Board for review; and
- If needed adjustments are discussed to address any changes needed to be made to strategies to ensure the goals are met.

For this grant program, the district will ensure their management plan is designed to achieve the objectives of the program on time and within budget. It will be the responsibility of the Match School Transformation Partner and the Campus Administration to monitor the implementation of this School Transformation Fund - Implementation Program on an on-going basis in order to ensure the successful attainment of goals and objectives. The Match School Transformation Partner and the Campus Administration will track each milestone according to the proposed timeline to ensure the district is on target and will create a report that identifies the status of each milestone, outstanding practices, and possible challenges. Each challenge will include recommended strategies. This report will be reviewed by the participating Superintendent and other district administration.

PLAN FOR ATTAINING GOALS AND OBJECTIVES IS ADJUSTED WHEN NECESSARY:

The procedures ensure feedback and continuous improvement in the operation of the program through on-going monitoring and adjustments as needed (3 points) To ensure feedback and continuous improvement, the district and campus administration will meet with the Match School Transformation Partner Team on a regular basis to collect feedback pertaining to the various program components. It is of high priority for the campus to meet the needs of the students and its teachers and ensure all funds are utilized to their maximum potential. Thus, teachers' feedback will be essential in monitoring the program's effects on students. The stakeholders will review the information gathered from the targeted campus to determine whether adjustments to the program need to be implemented.

CHANGES ARE COMMUNICATED TO ADMINISTRATIVE STAFF, TEACHERS, STUDENTS, PARENTS, AND COMMUNITY MEMBERS:

The level of involvement and commitment to the program of all participants, including management, staff, collaborators and partners, is sufficient to ensure the successful implementation of the program goals, objectives, and activities. (4 points). Adjustments made to the School Transformation Fund - Implementation Program will be communicated to all stakeholders via email and scheduled meetings. Email correspondence will be sent to all campus staff, parents/guardians, and students. In addition, students will be provided a notice in English and Spanish to take home to their parents/guardians detailing any adjustments made to the program

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Schedule #tr14—Management Plan (cont.)

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 4: Sustainability and Commitment. Describe any ongoing, existing efforts that are similar or related to the planned project. How will you coordinate efforts to maximize effectiveness of grant funds? How will you ensure that all project participants remain committed to the project's success? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ON-GOING, EXISTING EFFORTS SIMILAR OR RELATED TO THE PLANNED PROJECT:

Palestine ISD and Southside Elementary will coordinate existing strategies and interventions, resources and facilities, and other appropriate community, state, and federal resources in order to maximize the effectiveness of the School Transformation Fund Grant. Southside Elementary currently implements the following programs that are related and similar to this project:

- **Title I, Part A** – A federal grant that provides supplemental resources to LEAs to help schools with high concentrations of students from low-income families provide high-quality education; and
- **Instructional Materials Allotment** – An allotment provided by the Texas Educational Agency that allows for the purchase of instructional materials, technological equipment, and technology-related services.

COORDINATED EFFORTS WILL MAXIMIZE EFFECTIVENESS OF GRANT FUNDS:

If awarded, Southside Elementary will support the proposed grant program by providing existing program resources that include: technology, equipment, and training materials. Additionally, teachers and staff will also be allowed to utilize existing school facilities, computers, TV/DVD's, projectors, and overhead materials, as well as, participate in staff trainings and meetings.

Moreover, the campus will utilize existing staff to provide support to the program. Some examples of this include the: Chief Financial Officer will assist in managing grant expenditures; Campus administrators will conduct assessments and evaluations; and Board members will keep stakeholders informed of the on-going progress of the program. These School Transformation funds will not be used to divert or decrease existing services required by state law, the Texas Education Agency (TEA-State Board of Education), or by local policy.

The campus administrators feel confident that they have the capacity and commitment to provide adequate supplemental resources and related services to the campus staff to fully and effectively implement the required activities of the grant program. Southside Elementary has a great need for the funds and has a strong commitment from the Board of Trustees, Superintendent, Principal, Counselor, Paraprofessionals, Teachers, Campus Administration, Parents, and Community Members to ensure that the funds are used to provide adequate resources to enable the campus to substantially raise the achievement of their students.

ENSURE ALL PROJECT PARTICIPANTS REMAIN COMMITTED TO THE PROJECT'S SUCCESS:

The school board and district/campus administrators are committed to the success of the School Transformation-Implementation Strategy. Funds obtained through this program will allow for the implementation of a staffing initiative that will increase teacher proficiency; thereby, increasing the low-performing academic achievement. In order to ensure that participants remain committed to the success of the program, the following elements will be incorporated into the program design:

- On-going support which will be provided by the Matched School Transformation Partner, Instructional Strategist, district campus administration, and other contracted trainers and consultants;
- Quarterly surveys that are designed to solicit feedback from stakeholders, to include administrators, teachers, parents, students, and community-based organizations;
- Bi-annual updates on the progress of the program which will be sent home with students and posted on the campus website. This will detail any existing and new strategies that are being implemented and how these strategies will affect students' outcomes, as well as, the success each strategy is having; and
- Workshops and professional development trainings that will provide campus personnel with an opportunity to actively develop improvement plans, review current school data, and determine next steps. In addition, the campus will research high-performing sites with similar demographics to determine strategies likely to impact student achievement.

Southside Elementary will provide campus support by appointing a Director to manage all activities. One of these activities includes selecting which staff development

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Schedule #15—Project Evaluation

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 1: Evaluation Design. List the methods and processes you will use on an ongoing basis to examine the effectiveness of project strategies, including the indicators of program accomplishment that are associated with each. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

#	Evaluation Method/Process	Associated Indicator of Accomplishment	
1.	Attendance Logs and Sign-In Sheets	1.	Training logs reveal a minimum of 8 hours of training were attended by teachers.
		2.	Students' tutoring logs reveal a minimum of 30% of the students attended at least 5 hours of tutoring.
		3.	Attendance sheets show at least a 5% increase in student persistence rates.
2.	Surveys	1.	Results indicate that program initiatives are being well implemented.
		2.	Results indicate stakeholders are being informed of the grant actions that are taken place.
		3.	Results indicate that teachers feel more confident and knowledgeable.
3.	Academic Results	1.	State assessments indicate a 5% increase in a minimum of 20% of the students.
		2.	Report cards, classwork, and benchmarks demonstrate student progress.
		3.	Rtl software demonstrates growth in their respective assessment results.
4.	Bi-Annual Updates	1.	Attendance records demonstrate a 1% improvement in students' attendance.
		2.	PEIMS 425, referrals, and detention logs indicate improvement in student behavior.
		3.	Grant staff create bi-annual reports that demonstrate how stakeholders received information on grant changes and status on meeting goals.
5.	TEA Provided Reports	1.	Increase in overall campus accountability rating from the previous school year.
		2.	The campus receives a distinction for the campus.
		3.	TAPR provides information detailing an increase in student academic achievement.

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Schedule #15—Project Evaluation

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Part 2: Data Collection and Problem Correction. Describe the processes for collecting data that are included in the evaluation design, including program-level data such as program activities and the number of participants served, and student-level academic data, including achievement results and attendance data. How are problems with project delivery to be identified and corrected throughout the project? Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

The evaluation design includes processes for collecting data, including program-level data and student-level academic data. (3 points) Palestine ISD, in collaboration with the TEA assigned School Transformation Partner, will evaluate the program and ensure that the program is on target to meet its proposed outcomes. The Program Director will be required to collect data and submit the information to the School Transformation Partner. The partner will then develop bi-annual reports to be submitted to the district for review.

The methods of evaluation provide for examining the effectiveness of program strategies. (2 points) The following table illustrates the data to be collected and when it will be collected:

PROCESS FOR COLLECTING DATA	
Program-Level Data	The Program Director will collect training logs and sign-in sheets; classroom observation reports; and survey results. The information will be entered into a data-base which will be utilized to track and monitor the progress being made in the program.
Student-Level Academic Data	State and local assessment results will be collected by the Director as they become available. The database will allow for the monitoring of students' academics and will track students' growth. Attendance and behavioral reports will be collected on a quarterly basis in order to monitor if students are displaying improvement. Finally, teachers' ITBS assessments will be monitored on an on-going basis to ensure their proficiency is improving. Data collected will include observation notes, as well as, goals and planning notes.
Campus-Level Data	The School Transformation Partner will utilize a data-driven process to provide a report that includes targeted recommendations and resources that should be utilized to meet campus needs.

The methods of evaluation include the use of objective performance measures and indicators of program accomplishment that are clearly related to the intended results of the project and will produce quantitative and qualitative data to the extent possible. (3 points)

In order for the district to monitor the attainment of the program's goals, strategies, and objectives, the district will ensure that clearly specified and measurable processes and procedures are in place. The district will collect data including program-level data, student-level academic data, and campus-level academic. As seen above, the data collection will include objective performance measures and indicators of program accomplishment that are clearly related to the intended results. The wide range of evaluation instruments, as well as, the quantitative and qualitative data produced from these instruments will be used to identify program accomplishments, refinements, or failures.

PROBLEMS WITH PROJECT DELIVERY TO BE IDENTIFIED AND CORRECTED:

The formative evaluation processes outlined in the application provide for the identification and correction of problems throughout the duration of the grant project. (2 points)

By administering quarterly surveys and collecting and consolidating formative data in a database on a weekly basis, the Director, Principal, and School Transformation Partner will be able to identify and correct any problems in the program. Performance measures will be utilized to assess program progress in meeting the stated goals and objectives. If any of the initiatives are deemed to be ineffective in positively impacting the transformation of the campus, key stakeholders of the grant will convene to discuss alternate initiatives or activities that may be substituted. When possible, feedback will be solicited from teachers, students, and parents. Flyers will be sent home with students and the campus website will be updated to notify stakeholders of any changes made.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 1a: Describe how the applicant will carry out its school support and improvement activities. Depending on if the campus is identified as a 2017–2018 Priority School or a 2017–2018 Focus School, describe how the applicant will develop a school improvement plan for the Priority School, or support the Focus School with the development and implementation of a targeted school improvement plan. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SUPPORT THE FOCUS SCHOOL WITH THE DEVELOPMENT AND IMPLEMENTATION OF A TARGETED SCHOOL IMPROVEMENT PLAN AT A FOCUS SCHOOL:

Palestine ISD administrators have demonstrated their commitment to support the development of an improvement plan to assist Southside Elementary in exiting Focus School status.

The ultimate objective of the school improvement plan will be to improve teacher proficiency by implementing a strategic staffing initiative that ensures all teachers at the campus are enhancing the way curriculum is delivered to students. This will be accomplished by improving teachers' proficiency through professional development, activities, and increasing the degree to which parents are involved in their child(ren)'s education at school. Once developed, the school improvement plan will serve as a road map that will identify the changes needed to be made to improve the level of teachers' proficiency, as well as, how and when these changes need be made.

During the implementation of the grant, the district will work with its "Matched School Transformation Partner" to help support the implementation of Southside Elementary's reform. Palestine ISD will host forums, as needed, in which teachers, school leaders, school councils, parents, and community members will be invited to take part in. These forums will invite various stakeholders to analyze current student data so that they can provide suggestions and feedback on improvements to be considered or made within the school. Furthermore, the district will consider the following as needed:

- **Operational Flexibility** - The district will permit the shifting of resources, processes, and practices in response to the critical needs that are identified;
- **Clear Vision and Focus** - The district will articulate a focus on teacher proficiency as its primary work. Clear plans and systems, aligned to the school's vision, will be developed to address increasing performance for all students;
- **Sense of Urgency** - The district will set priorities and press for rapid action to change ineffective practices and processes that impede student success;
- **High Expectations** - Explicit, rigorous standards will be placed for an increase in teacher effectiveness. These expectations will be evident and understood by all and include a commitment to providing a timely response and/or adjustment when goals are not met; and
- **District-Wide Ownership and Accountability** - The district leadership will recognize and accept responsibility for all levels of performance and transparently interact with stakeholders to plan and implement improvement initiatives. The district will engage in continuous review of systemic strategies/practices to ensure there is an effective impact on critical need areas.

Through the partnership with the partner and with the support of the district, Southside Elementary can be successful in achieving the following desired results: Increased Teacher Proficiency, System Transformation, and Sustainability. Ultimately, the grant and the developed improvement plan will allow the campus to exit Focus School status by reducing the gap between reading/math performance of the federal student group and safeguard targets of 75 percent.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 1b: Describe how the applicant will monitor schools receiving Title I, Part A funds, including how the district will monitor school improvement plans upon submission and implementation and how the applicant will implement additional action following unsuccessful implementation of such plan after a number of years determined by the district. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MONITOR SCHOOLS RECEIVING TITLE I FUNDS:

As a Focus School that receives funding under Title I, Part A, the district has established protocols for monitoring students' performance, implemented strategies, and teachers' proficiency. This includes regular meetings with campus administration to review report cards, STAAR results, T-TESS results, and more.

MONITOR SCHOOL IMPROVEMENT PLANS UPON SUBMISSION AND IMPLEMENTATION:

As described on Schedules 14-Management Plan and 15-Program Evaluation, the district has established milestones, identified evaluation methods, set associated indicators of accomplishments, and developed data collection processes. The milestones and indicators will be tied directly to the Transformation Grant Strategy that will be implemented during the grant funding period. By monitoring these milestones and indicators, utilizing the defined evaluation methods and data collection processes, Palestine ISD can monitor the implementation of the strategy.

IMPLEMENT ADDITIONAL ACTION FOLLOWING UNSUCCESSFUL IMPLEMENTATION AS DETERMINED BY THE DISTRICT:

The School Improvement Plan, as well as, the evaluation methods/processes and their indicators of accomplishment described on page 22, will be utilized to determine when action is needed. The Superintendent will review these items with the Principal as needed and will be provided with regular updates on the how well the grant is meeting each of their objectives. If necessary, revisions will be made that are necessary to ensure that the plans stay on course. Changes may include adjusting the campus schedule and/or changes to organizational and procedural practices.

If changes are made, an update will be placed on the School Board's Agenda. This will allow stakeholders the opportunity to provide feedback and suggestions. In addition, notices will be sent home with students, and the campus and district website will post notices that detail the changes that were made.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 1c: Describe how the applicant will use a rigorous review process to recruit, screen, select, and evaluate any external partners with whom the applicant will partner. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

THE APPLICANT WILL RECRUIT, SCREEN, SELECT, AND EVALUATE SCHOOL TRANSFORMATION PARTNERS USING A RIGOROUS PROCESS:

Palestine ISD's Chief Financial Officer will be responsible for facilitating the processes governed by state and federal law to ensure the rigorous recruitment, screening, selection, and evaluation of all transformation partners. The mission of the Palestine ISD's Business Office is to ensure there is an uninterrupted flow of goods and services needed to efficiently operate the district's expenses effectively. Therefore, Palestine ISD normally does not use a competitive bid process for Professional Services contracts of less than \$50,000 for a 12-month period; instead, a Request for Qualifications is issued and a qualified, provider is selected from respondents. The standard process is as follows:

- First the Business Office ensures that the independent contractor status of any potential provider. District employees can only provide professional services in limited, defined circumstances;
- Next the Business Office determines the scope of services and budget parameters; conducts an initial conversation to communicate the needs and determine which provider will best meet these needs, and evaluates the offers based on fee, quality, timeline, etc.;
- Then references are checked. Other districts and charters are contacted to determine if the services provided were of quality and resulted in the intended outcome; and
- Finally, the provider is selected for services based on the agency that had the highest degree of value and best indications of success. This selection is submitted for final approval and a contract is executed.

In addition, the Superintendent has the authority to commit district funds to the acquisition of goods. However, any single, budgeted purchase of goods or services that exceeds the district's approved threshold, regardless of whether the goods or services are competitively purchased, shall require Board approval before a transaction may take place.

Competitive bids may also be solicited either by means of a Request for Proposal (RFP) or a competitive sealed bid. Current bid/proposal solicitations are announced in local newspapers. They are also posted on the district's website.

In keeping with its high-standards and good business practices, Palestine ISD, is committed to providing equal procurement opportunities to Historically Underutilized Businesses (HUB). HUB is defined as a business enterprise that is at least 51% owned by an Asian Pacific American, Black American, Hispanic American, Native American, American woman and/or Service Disabled Veteran, who reside in Texas and actively participate in the control, operations, and management of the entity's affairs.

In the selection of the "Matched School Transformation Partner", the district staff will review the resources that were provided by the Division of System Support and Innovation (DSSI). Based on the information that was garnered from these resources, the district will reach out to various partners provided by TEA to meet and discuss services that can be provided, school reform strategies, costs, and more. Based on this information, the district will determine who the best partner will be; however, if a competitive sealed bid process will still need to be initiated, solicitations will be sought from eligible entities in the manner listed above.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 1d: Describe how the applicant will align other federal, state, and local resources to carry out the activities supported with funds received under this subsection. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

ALIGN OTHER FEDERAL, STATE, AND LOCAL RESOURCES TO CARRY OUT ACTIVITIES SUPPORTED WITH FUNDS RECEIVED:

The proposed program will be coordinated with similar or related efforts using existing resources and facilities and with other appropriate community, state, and federal resources to maximize the effectiveness of grant funds. (3 points). Palestine ISD will align and supplement existing school improvement resources, goals, and interventions including personnel, technology and infrastructure, curriculum, software, facilities, and trainings to support and effectively deliver a single and comprehensive school improvement plan. Below is a sample of existing resources and interventions that will be utilized and how they will be aligned:

- **PLTW- LAUNCH** (elementary version) -Gifted and Talented programming and Pre-Advanced Placement classes will ensure that a particular emphasis to added rigor and heightened expectations will be maintained; along with the STEAM initiative.
- **TACE** - After school tutorial time will implement the same strategies discussed during the RTI meetings to further assist our struggling students. This grant-sponsored program opportunity is before and after school with district provided transportation. We will target our medium/low performing students to attend TACE tutoring and to work with our interventionists on campus.
- **Project Lead the Way** provides transformative learning experiences for K-12 students and teachers across the U.S. They create a hands-on classroom environment and empower students to develop in-demand knowledge and skills they need to thrive. Teachers are also provided with the training, resources, and support they need to engage students in real-world learning.

This program will be cost-effective because existing resources such as office space, classrooms, telephones, Internet service, utilities, staff, and teachers will be utilized as in-kind. Furthermore, the proposed program is replicable to other schools that have similar student and academic demographics.

Expenditures and activities are supplemental to and do not supplant/duplicate services currently provided (3 points). The proposed program will be utilized to supplement and enhance services currently offered through the use of federal, state, and local funds. In this manner, the district will ensure that these acquired funds will be used to supplement (increase the level of service), and not supplant (replace) state and local funds. Furthermore, Palestine ISD ensures that the campus served with these grant funds will continue to receive all of the state and local funds it would have received in the absence of this award.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 1e: Describe how the applicant will modify, as appropriate, practices and policies to provide operational flexibility that enables full and effective implementation of the plans. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

MODIFY PRACTICES AND POLICIES TO PROVIDE OPERATIONAL FLEXIBILITY:

The district may modify practices and policies based on input provided by the School Transformation Partner. These changes may include:

- Staffing changes;
- Changing professional development trainers;
- Adjusting school hours and schedules; and
- Modifying attendance and discipline policies.

Furthermore, since the district and campus data illustrate that Southside Elementary has a unique student population that has its own obstacles and needs, Southside Elementary will be provided the flexibility to modify their campus policies and instructional methods in order to improve student achievement. Prior to any changes being made to any policies, the district and campus administrators will meet with the school transformation partner to discuss any proposed changes. Once the group has reached an agreement on any proposed changes, the policy changes will be presented to the School Board. Prior to approving any modifications to any practices and/or policies, data will need to be provided that demonstrate the research-based effectiveness of the proposed changes. If the proposed modifications are deemed to be valid, the strategy will be modified. These changes will be monitored for effectiveness. Therefore, creating operational flexibility within the school by making the practices and policies changeable and adjustable.

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Schedule #16—Responses to Statutory Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

Statutory Requirement 2: Describe how the plan will incorporate one or more evidence-based strategies during the implementation. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Strategies and activities are of sufficient quality and depth to ensure accomplishment of the goals and objectives of the program according to the relevant statute. (5 points)

INCORPORATE ONE OR MORE EVIDENCE-BASED STRATEGIES:

The proposed program is designed to incorporate multiple evidence-based strategies during its implementation. These strategies will include the following:

- **Utilizing the Professional Learning Community (PLC) to create a collaborative culture and collective responsibility.** Studies conducted by the Center on Organization and Restructuring of Schools, 1995; the National Commission on Teaching and America's Future, 2010; the Annenberg Institute for School Reform, 2005; the Wallace Foundation, 2010; and the American Educational Research Association, 2005 provide just a small sample of the research that confirms the positive effect of the PLC process on both student and adult learning. *"The collective results of these studies offer an unequivocal answer to the question about whether the literature supports the assumption that student learning increases when teachers participate in professional learning communities. The answer is a resounding and encouraging yes."* (Vescio, Ross, & Adams, 2008, p. 87);
- **Providing on-going coaching and support to teachers and school leaders.** A comprehensive review of research was conducted to identify the benefits of providing an Instructional Strategist and their impact on teachers' implementation of evidence-based practices. A total of 13 studies from the 20 years of literature were researched and found that in general, coaching improved the extent to which teachers accurately implement evidence-based practices such as Class-Wide Peer Tutoring, Direct Instruction, Learning Strategies, and Positive Behavior Support in classrooms or practicum settings. The retrieved studies also suggest that highly engaged, small-group initial training, followed by multiple observations, feedback, and modeling are critical components across coaching interventions. Some of these studies also provide promising data to support the consequential effects of coaching on improvements in student achievement. *(Using Coaching to Improve the Fidelity of Evidence-Based Practices: A Review of Studies, August 31, 2010)*

Strategies/activities are of sufficient quality and scope to ensure participation among all eligible program participants. (5 points) The table below lists some of the evidence-based services and/or activities that will be provided to the campus during the implementation of the grant program, as well as, the partnering agencies:

EVIDENCE-BASED STRATEGIES		
Strategy	Purpose	Source
Texas Continuous Improvement Framework	Will help to establish foundation systems, actions, and processes to support continuous improvement. This includes Critical Success Factors that are grounded in evidence-based research and have been found to be key elements for implementing improvement efforts. <i>(Source: http://www.tcdss.net/resources/tag/tais_framework)</i>	TCDSS
Academic Readiness	Will provide classroom observance and weekly teacher reviews to assess and revise all subject-area curricula. Using an approved improvement management matrix, an instructional strategist conducts quarterly checks of schools to identify any additional instructional support that may be necessary and monitors benchmarks, timelines, and assessments	Instructional Strategist
Professional Development Training	In an age where technology is an intricate part of everyday life, teachers will need to learn how to incorporate it into the student classrooms. Therefore, the district will contract with Region 7 ESC to provide professional development that assists in this. The names of some the trainings that could be provided include but are not limited to: iPads in the Classroom, Chromebooks for Productivity, and Blended Learning in the K-12.	Region 7 Education Service Center

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 1a: Identify which of the following transformation models the grant intends to support. Only one option may be selected. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

Partnership Implementation☐ P2 Partnership☐ IMO Partnership**New School Implementation**☐ Reset☐ Fresh-Start**Transformation Implementation**☒ Talent Transformation Model☐ Redesign**For TEA Use Only**

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 1b: Describe the school transformation plan, including but not limited to, how the transformation will improve student outcomes, as well as how the applicant will apply lessons learned throughout the LEA. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SCHOOL TRANSFORMATION PLAN: Palestine ISD's vision is to "provide each student access to a rigorous education that will prepare them to be successful in their post-secondary education and/or careers". In order to succeed with this mission, the district will utilize grant funds to build-on and improve administrator and teacher skills, knowledge, and proficiency. This will be accomplished by providing the administrators and teachers with targeted research-based trainings. Trainings may include but are not limited to: Planning time for curriculum; Aligning instructional strategies to the curriculum; Implementing differentiated instruction; Preparing and delivering rigorous instruction; Increasing student engagement; Improving classroom management skills; Using the latest research-based technology and software properly; and Utilizing student data to guide instruction and lesson plans.

Although the school transformation plan will focus on the development of teachers and the school leaders, the district ensures that this is a holistic plan that is designed to address issues in each of the following areas:

- **Education Plan:**

- 1.) Instructional Programs - Instructional programs will be reviewed and reinforced with added resources currently available at the district/campus, such as research-based Rtl software, writing programming, and STEM-related curriculum;
- 2.) Assessment and Evaluation - Students will be assessed regularly utilizing programs that provide immediate data on students' comprehension. Teachers will also have quarterly observations conducted so they can be evaluated and provided with opportunities for feedback; and
- 3.) Plan for Specific Student Sub-Populations - During the program, meetings will be held to identify specific activities and services that will help to ensure that these special populations are able to benefit from the grant.

- **Talent Plan:**

- 1.) Recruitment and Retention of Leadership and Staff - Initiatives will be implemented to increase teacher retention, attract highly-qualified teachers, and provide growth opportunities;
- 2.) Staffing Model - A staffing model will be developed that will identify staffing needs and detail a progression plan; and
- 3.) Professional Development - Highly-effective trainings will be scheduled and provided to all campus staff.

- **School Culture Plan:**

- 1.) Core Values - A School Culture Plan will be developed and shared with all stakeholders, which will detail the campus's vision of reform and the core values that will be targeted; and
- 2.) Comprehensive Student Support - Various supports will be initiated to help ensure students have the means to improve their academics. This will include tutoring, homework assistance, increased parental involvement, mentoring, and more.

- **Facilities Plan:**

- 1.) General Information - The campus will be assessed in order to identify any weaknesses that exist at the facility; and
- 2.) Specific Needs - Technology/infrastructure will be assessed to ensure no issues arise accessing technology and software programs.

TRANSFORMATION WILL IMPROVE STUDENT OUTCOMES: By placing students in classrooms with teachers and administrators that have been trained to deliver rigorous and engaging instruction, students will be able to excel in their academics and be better prepared to meet and/or exceed state standards.

APPLY LESSONS LEARNED THROUGHOUT THE DISTRICT: The district and campus administration will work collaboratively with the School Transformation Partner to develop a comprehensive report detailing the effective strategies, program results, and lessons learned. Information regarding key elements and noteworthy features will be described in sufficient detail so that when the report is shared with other districts and campuses, replication is possible. Additionally, top performing teachers will be identified which may serve as Teacher Coaches and/or trainers in a train-the-trainer model. These individuals will demonstrate the strategies they have learned and assist teachers at other campuses in applying these strategies to their instructional practices.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 2: Describe how the grant aligns to and accelerates the broader strategy and theory of action of the LEA. If an applicant LEA cannot identify its theory of action, describe how the LEA has selected or will select a theory of action among the Lone Star Governance models (see p. 31 of the Lone Star Governance Participant Manual). Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

SELECTION OF THEORY OF ACTION AMONG THE LONE STAR GOVERNANCE MODELS:

Currently, the district does not have a theory of action in place that this program can be aligned too. Therefore, Palestine ISD's district and campus administrators met to review the Lone Star Governance's Theory of Actions. Once all theories were examined, the *Performance Management Theory of Action* was selected. The Performance Management Theory of Action is based on the following principal:

*"If the district focuses central administration on the most critical functions of campus accountability and HR support; and if the district provides **differentiated paths of continuous improvement** for all educators -- whether in administrative roles or classroom roles; and if the differentiated HR system methodically identifies paths for performance improvement, aligns educator incentives with student outcomes, and ensures that educator placement is a function of **student needs** rather than adult preferences; then the district, through its campuses, will be able to accomplish the Board's student outcome goals while operating within the Board's other constraints."*

Process Used To Evaluate School Performance And Identify Low-Performing Schools: The district has adopted policies designed to hold individual schools accountable for student achievement. This includes setting achievement standards and aligning local assessments to state standards in order to evaluate campus performance. Through these means, the district can identify their lowest-performing schools and address deficiencies accordingly. Grant funds will be utilized to enhance and support this evaluation process.

Number and Percent Of Low-Performing Schools, As Well As, The Number and Percent Of Students Attending These Low-Performing Schools: Of the 6 schools that make-up the Palestine ISD, 2 (33%) have been identified as low-performing schools (**5 points**) with an aggregate student enrollment of 1,249, which is approximately **36.57%** of the district enrollment. Through grant funds, the district will target Southside Elementary, the lowest performing campus in the district.

HOW THE GRANT ALIGNS TO THE THEORY OF ACTION:

Compelling, Well-Articulated Strategy Outlining How the Low-Performing School Will Improve and Increase the Number and Percent of Students in Highly-Rated Schools: Strategies have been selected that will help to lead Southside Elementary out of Focus status and turn it into a higher-rated school. Thus, increasing the number and percentage of students that attend a higher-rated school by approximately 1,249 students. The evidence-based strategies that will be supported through grant funds include:

- Providing educators and administrators with **differentiated paths for growth and continuous improvement that is based on student needs**, as well as, their experience and performance.
- Providing educators and administrators access to research-based professional development training that is geared to improve their teaching strategies, student engagement, and classroom management skills;
- Providing educators and administrators with professional development training that will assist them in creating lesson plans that demonstrate increase rigor;
- Placing **educators in a classroom assignment based on student function rather than adult needs**;
- Ensuring that educators have access to the latest research-based programs and technology; and
- Ensuring that roles and positions are filled by educators and administrators that have the qualifications and experience needed to address students' needs.

Extent to which the applicant's responses describe an alignment to the broader LEA strategy and theory of action. (10 points) As can be seen in the evidence-based strategies above, this theory aligns directly with the overall design of this application, which is to support strategic staffing initiatives across the low-performing school.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 3: Explain how high-level district and community stakeholders were educated about the selected school transformation strategy, including a description of stakeholders engaged in and supporting the school transformation strategy. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HIGH-LEVEL DISTRICT AND COMMUNITY STAKEHOLDERS WERE EDUCATED ABOUT THE SELECTED SCHOOL TRANSFORMATION STRATEGY:

Prior to the selection of the transformation strategy to be implemented in the grant, the district performed a needs assessment that determined the targeted campus' greatest areas of weakness. Once this information was garnered, an open forum was held that encouraged high-level district and community stakeholders (i.e. Board Members, Superintendent, Chief Financial Officer, Curriculum and Instruction Director, Human Resource Director, Principal, teachers, school councils, parents, community members, etc.) to be educated about the available transformation strategies. This forum allowed these stakeholders the opportunity to analyze current student and campus data, as well as, the current strategies being implemented at the targeted campus. Once the individuals reviewed this information, they provided stronger suggestions and feedback as to their opinion on the transformation strategy that would best fit the needs of the campus.

All suggestions and recommendations were taken into consideration when selecting the transformation strategy that best fit the campus. Therefore, based on the forum and the low-performance in student academic achievement, the district and community stakeholders collectively agreed that the Talent Transformation Model would best fit the needs of the campus. The Talent Transformation Model will be utilized to implement a strategic staffing initiative in the low-performing campus.

It is the belief of the stakeholders that a student's education is only as strong the educator providing the instruction. Therefore, funding will be utilized to provide high-quality personnel/professional development that will increase classroom rigor.

DESCRIPTION OF STAKEHOLDERS ENGAGED IN AND SUPPORTING THE SCHOOL TRANSFORMATION STRATEGY:

As previously mentioned, stakeholders were allowed to engage in the discussions during the open forum by analyzing student and campus data, as well as, the current strategies being implemented at the targeted campus. Minutes were recorded with feedback received and the determination of the strategy selected to be implemented.

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Schedule #17—Responses to TEA Program Requirements

County-district number or vendor ID: 001-907

Amendment # (for amendments only):

TEA Program Requirement 4: Describe how the selected school transformation strategy would be managed or supported, including which offices and LEA and/or district positions will oversee the effort and why they are particularly qualified for such a task. Response is limited to space provided, front side only. Use Arial font, no smaller than 10 point.

HOW THE SELECTED SCHOOL TRANSFORMATION STRATEGY WOULD BE MANAGED OR SUPPORTED:

The selected School Transformation Partner will work closely with the district and campus administration to assist with managing and providing support for the Talent Transformation Model strategy that will be implemented. An initial meeting will be conducted in which the School Transformation Partner and the district/campus personnel will identify and develop strategies and activities that will be implemented. Each of the strategies and activities will be tied directly to a desired outcome and will have identified methods (i.e. data sources) for monitoring the affect they have on teacher performance and student outcomes. Follow-up meetings will be coordinated on a regular basis to allow the School Transformation Partner and district/campus personnel to review data collected. Once collected, the personnel will determine if the strategies and activities are having a positive impact on the teacher performance and student outcomes. If needed, added strategies and activities will be identified that can be implemented to support the program in reaching their identified goals.

WHICH OFFICES AND DISTRICT POSITIONS WILL OVERSEE THE EFFORT AND WHY THEY ARE PARTICULARLY QUALIFIED FOR SUCH A TASK:**DISTRICT and CAMPUS-LEVEL PROGRAM OVERSIGHT**

Office	Position	Qualifications
Central Administration Office	Superintendent	As the Superintendent, Mr. Marshall has 25 years of experience in education administration, including leading campuses out of "Improvement Required" status. He has a Master's Degree in Educational Administration, which coupled with his years of experience, will allow him to successfully assist the targeted campus implement the grant program presented and ultimately, exit Focus status.
Central Administration Office	Human Resource (HR) Director	The Human Resource Director has a Master's Degree in Education with 36 years of experience in implementing policies for organizational effectiveness and employee satisfaction, including: Compensation and benefit systems, Recruitment, Performance management, Employee relations, etc. The HR Director will play a crucial role in the success of the school transformation efforts because she will be able to determine whether qualified teacher and leadership candidates are being recruited to address the needs of the targeted campus, as well as, support on-going performance evaluations.
Central Administration Office	Curriculum and Instruction (C & I) Director	The C & I Director has a Master's Degree in Science with 22 years of experience in creating and implementing effective curricula that allows for teachers to deliver a high-quality education to students. The C & I Director will coordinate the review and assessment of current curriculum to ensure that the program is meeting intended objectives and grant requirements.
Central Administration Office	Chief Financial Officer	The Chief Financial Officer (CFO) has over 19 years of experience with a Master's Degree in Educational Administration. The CFO has experience managing multiple funding streams and ensuring that expenditures made through programs are allowable per grant guidelines. The CFO will ensure that these grant funds will supplement and not supplant existing resources and activities previously conducted with state or local funds, as well as, assist the district and campus personnel in identifying methods that can be utilized to sustain the program once funding has ended.
Campus Administration Office	Principal	The recently appointed campus Principal has a Master's Degree in Educational Leadership with a Principal Certification. The Principal previously served as a classroom teacher; therefore, has experience working with the same student and teacher demographics of the targeted campus. Her insight and knowledge will be crucial for ensuring the School Transformation Partner is able to identify the key issues facing the campus.
Campus Administration Office	Program Director	At this time a Program Director has not been selected to oversee this program. When selected, this individual will have a minimum of a master's degree, along with experience working with the at-risk population. The Program Director will have experience successfully implementing and monitoring innovative activities and strategies.

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 001-907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Schedule #18—Equitable Access and Participation

County-District Number or Vendor ID: 001-907

Amendment number (for amendments only):

No Barriers

#	No Barriers	Students	Teachers	Others
000	The applicant assures that no barriers exist to equitable access and participation for any groups	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gender-Specific Bias

#	Strategies for Gender-Specific Bias	Students	Teachers	Others
A01	Expand opportunities for historically underrepresented groups to fully participate	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
A02	Provide staff development on eliminating gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A03	Ensure strategies and materials used with students do not promote gender bias	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A04	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A05	Ensure compliance with the requirements in Title IX of the Education Amendments of 1972, which prohibits discrimination on the basis of gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A06	Ensure students and parents are fully informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
A99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Cultural, Linguistic, or Economic Diversity

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B01	Provide program information/materials in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B02	Provide interpreter/translator at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B03	Increase awareness and appreciation of cultural and linguistic diversity through a variety of activities, publications, etc.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B04	Communicate to students, teachers, and other program beneficiaries an appreciation of students' and families' linguistic and cultural backgrounds	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B05	Develop/maintain community involvement/participation in program activities	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
B06	Provide staff development on effective teaching strategies for diverse populations	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
B07	Ensure staff development is sensitive to cultural and linguistic differences and communicates an appreciation for diversity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B08	Seek technical assistance from education service center, technical assistance center, Title I, Part A school support team, or other provider	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B09	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B10	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B11	Involve parents from a variety of backgrounds in decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 001-907

Amendment number (for amendments only):

Barrier: Cultural, Linguistic, or Economic Diversity (cont.)

#	Strategies for Cultural, Linguistic, or Economic Diversity	Students	Teachers	Others
B12	Offer "flexible" opportunities for parent involvement including home learning activities and other activities that don't require parents to come to the school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B13	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B14	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
B15	Provide adult education, including high school equivalency (HSE) and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B16	Offer computer literacy courses for parents and other program beneficiaries	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B17	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B18	Coordinate with community centers/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B19	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B20	Develop and implement a plan to eliminate existing discrimination and the effects of past discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B21	Ensure compliance with the requirements in Title VI of the Civil Rights Act of 1964, which prohibits discrimination on the basis of race, national origin, and color	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B22	Ensure students, teachers, and other program beneficiaries are informed of their rights and responsibilities with regard to participation in the program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B23	Provide mediation training on a regular basis to assist in resolving disputes and complaints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
B99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Gang-Related Activities

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C01	Provide early intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C04	Provide flexibility in scheduling activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C05	Recruit volunteers to assist in promoting gang-free communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C06	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C07	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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County-District Number or Vendor ID: 001-907

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Barrier: Gang-Related Activities (cont.)

#	Strategies for Gang-Related Activities	Students	Teachers	Others
C08	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C10	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C11	Establish collaborations with law enforcement agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C14	Provide training/information to teachers, school staff, and parents to deal with gang-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
C99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Drug-Related Activities

#	Strategies for Drug-Related Activities	Students	Teachers	Others
D01	Provide early identification/intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D02	Provide counseling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D04	Recruit volunteers to assist in promoting drug-free schools and communities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D06	Provide before/after school recreational, instructional, cultural, or artistic programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D07	Provide community service programs/activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D08	Provide comprehensive health education programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D09	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D10	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D11	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D12	Provide conflict resolution/peer mediation strategies/programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D13	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D14	Provide training/information to teachers, school staff, and parents to deal with drug-related issues	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
D99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E02	Provide program materials/information in Braille	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Visual Impairments

#	Strategies for Visual Impairments	Students	Teachers	Others
E03	Provide program materials/information in large type	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E04	Provide program materials/information in digital/audio formats	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E05	Provide staff development on effective teaching strategies for visual impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E06	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E07	Format materials/information published on the internet for ADA accessibility	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
E99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Hearing Impairments

#	Strategies for Hearing Impairments			
F01	Provide early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F02	Provide interpreters at program activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F03	Provide captioned video material	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F04	Provide program materials and information in visual format	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F05	Use communication technology, such as TDD/relay	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F06	Provide staff development on effective teaching strategies for hearing impairment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F07	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
F99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Learning Disabilities

#	Strategies for Learning Disabilities	Students	Teachers	Others
G01	Provide early identification and intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G02	Expand tutorial/mentor programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G03	Provide staff development in identification practices and effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
G04	Provide training for parents in early identification and intervention	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
G99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Physical Disabilities or Constraints

#	Strategies for Other Physical Disabilities or Constraints	Students	Teachers	Others
H01	Develop and implement a plan to achieve full participation by students with other physical disabilities or constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H02	Provide staff development on effective teaching strategies	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
H03	Provide training for parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
H99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Inaccessible Physical Structures

#	Strategies for Inaccessible Physical Structures	Students	Teachers	Others
J01	Develop and implement a plan to achieve full participation by students with other physical disabilities/constraints	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J02	Ensure all physical structures are accessible	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
J99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Absenteeism/Tuancy

#	Strategies for Absenteeism/Tuancy	Students	Teachers	Others
K01	Provide early identification/intervention	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
K02	Develop and implement a truancy intervention plan	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K03	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K04	Recruit volunteers to assist in promoting school attendance	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K05	Provide mentor program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K06	Provide before/after school recreational or educational activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K07	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K08	Strengthen school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K09	Develop/maintain community collaborations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K10	Coordinate with health and social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K11	Coordinate with the juvenile justice system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K12	Seek collaboration/assistance from business, industry, or institutions of higher education	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
K99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: High Mobility Rates

#	Strategies for High Mobility Rates	Students	Teachers	Others
L01	Coordinate with social services agencies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L02	Establish collaborations with parents of highly mobile families	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L03	Establish/maintain timely record transfer system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
L99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Support from Parents

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M01	Develop and implement a plan to increase support from parents	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M02	Conduct home visits by staff	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

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Barrier: Lack of Support from Parents (cont.)

#	Strategies for Lack of Support from Parents	Students	Teachers	Others
M03	Recruit volunteers to actively participate in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M04	Conduct parent/teacher conferences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M05	Establish school/parent compacts	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M06	Provide parenting training	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M07	Provide a parent/family center	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M08	Provide program materials/information in home language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M09	Involve parents from a variety of backgrounds in school decision making	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M10	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M11	Provide child care for parents participating in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M12	Acknowledge and include family members' diverse skills, talents, and knowledge in school activities	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
M13	Provide adult education, including HSE and/or ESL classes, or family literacy program	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M14	Conduct an outreach program for traditionally "hard to reach" parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M15	Facilitate school health advisory councils four times a year	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
M99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Shortage of Qualified Personnel

#	Strategies for Shortage of Qualified Personnel	Students	Teachers	Others
N01	Develop and implement a plan to recruit and retain qualified personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N02	Recruit and retain personnel from a variety of racial, ethnic, and language minority groups	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N03	Provide mentor program for new personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N04	Provide intern program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N05	Provide an induction program for new personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N06	Provide professional development in a variety of formats for personnel	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
N07	Collaborate with colleges/universities with teacher preparation programs	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
N99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Knowledge Regarding Program Benefits

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P01	Develop and implement a plan to inform program beneficiaries of program activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>
P02	Publish newsletter/brochures to inform program beneficiaries of activities and benefits	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>

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Barrier: Lack of Knowledge Regarding Program Benefits (cont.)

#	Strategies for Lack of Knowledge Regarding Program Benefits	Students	Teachers	Others
P03	Provide announcements to local radio stations, newspapers, and appropriate electronic media about program activities/benefits	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
P99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Lack of Transportation to Program Activities

#	Strategies for Lack of Transportation	Students	Teachers	Others
Q01	Provide transportation for parents and other program beneficiaries to activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q02	Offer "flexible" opportunities for involvement, including home learning activities and other activities that don't require coming to school	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q03	Conduct program activities in community centers and other neighborhood locations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Q99	Other (specify)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Barrier: Other Barriers

#	Strategies for Other Barriers	Students	Teachers	Others
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			
Z99	Other barrier	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	Other strategy			

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